

The Parallel Curriculum: A Model for Curriculum Planning

The Core or Basic Curriculum	The Curriculum of Connections	The Curriculum of Practice	The Curriculum of Identity
<p>The Core Curriculum is the foundational curriculum that establishes a rich framework of knowledge, understanding, and skills most relevant to the discipline.</p> <p>It is the starting point for all the parallels in this model.</p> <p>The Core or Basic Curriculum:</p> <ul style="list-style-type: none"> • Is built on key facts, concepts, principles, and skills essential to discipline • Is coherent in its organisation • Is purposefully focused and organised to achieve essential outcomes • Promotes understanding rather than rote learning • Is taught in a meaningful context • Causes students to grapple with ideas and questions, using both critical and creative thinking. • Is mentally and effectively engaging and satisfying to learners • Results in evidence of worthwhile student production 	<p>This curriculum is derived from and extends the Core Curriculum. It is designed to help students encounter and interact with the key concepts, principles, and skills in a variety of settings, times, and circumstances.</p> <ul style="list-style-type: none"> • Across disciplines • Across other texts • Across time and time periods • Across location • Across cultures • Across times, locations and cultures • Through varied perspectives • As impacted by various conditions (social, economic, technological, political, etc.) 	<p>This curriculum is derived from and extends the Core Curriculum.</p> <p>It exists for the purpose of promoting students' understanding of practitioners of the discipline.</p> <p>The Curriculum of Practice asks students to:</p> <ul style="list-style-type: none"> • Define and assume a role as a means of studying the discipline • Understand the impact of this discipline on other disciplines and other disciplines on this discipline • Understand and use the discipline as a means of looking at and making sense of the world • Develop a means of escaping the rut of certainty about knowledge • Comprehend the daily lives of workers or professionals in the discipline: working conditions, hierarchical structures, fiscal aspects of the work, peer or collegial dynamics • Define and understand the implications of internal and external politics that impact the discipline • Value and engage in the intellectual struggle of the discipline 	<p>This curriculum is derived from and extends the Core Curriculum. It is designed to help students see themselves in relation to the discipline both now and with possibilities for the future; understand the discipline more fully by connecting it with their lives and experiences; increase awareness of their preferences, strengths, interests, and need for growth; and think about themselves as stewards of the discipline who may contribute to it and/or through it. The curriculum of Identity uses curriculum as a catalyst for self-definition and self-understanding, with the belief that by looking outward to the discipline, students can find a means of looking inward.</p> <p>The Curriculum of Identity asks students to:</p> <ul style="list-style-type: none"> • Reflect on their skills and interests as they relate to the discipline • Understand ways in which their interests might be useful to the discipline and ways in which the discipline might serve as a means for helping them develop their skills and interests • Develop awareness of their modes of working as they relate to the modes of operation characteristic of the discipline • Reflect on the impact of the discipline in the world, and self in the discipline • Think about the impact of the discipline on the lives of others in the wider world • Examine the ethics and philosophy characteristics of the discipline and their implications.

